

# Selected Foreign Language Projects: *Highlights and Innovative Practices*



Greg Duncan, Consultant  
American Council on the  
Teaching of Foreign Languages

A faint, stylized world map is visible in the background of the lower half of the cover, showing the outlines of continents in a light color against the dark background.

Foreign Language Assistance Program

The American Council on the Teaching of Foreign Languages (ACTFL) is a national association of foreign language professionals dedicated to furthering foreign language education in all languages and at all levels of instruction. Its membership includes elementary, secondary, and postsecondary teachers, administrators, specialists, supervisors, researchers, and others concerned with foreign language education. More than 70 state, regional, and national associations participate in ACTFL's governance and activities through its Assembly of Delegates. ACTFL is one of only three non-governmental agencies that sit on the Interagency Language Roundtable, an unofficial colloquium of more than 30 federal agencies involved in language teaching and testing.

ACTFL  
6 Executive Plaza  
Yonkers, NY 10701-6801

Greg Duncan, consultant to ACTFL and author of this publication, is President of InterPrep, Inc., a consultative service that provides assistance to individual schools, school systems, institutions of higher education and other educational entities in the areas of foreign languages and international education. InterPrep assists foreign language leadership personnel in curriculum and assessment development, in-service teacher training, program evaluation and long-range planning initiatives.

InterPrep, Inc.  
130 Foxridge Court  
Marietta, GA 30067

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Joel G mezz, Ed.D., Principal Investigator  
Minerva Gorena, Ed.D., Director



# Introduction

*Selected Foreign Language Projects: Highlights and Innovative Practices* is a two-part handbook that (1) provides general information about, and describes the intent of, 87 foreign language grants, and (2) highlights exemplary and replicable practices found in 11 of those projects. These grants were awarded by the U.S. Department of Education during FY 1995 and FY 1996. As a part of Public Law 103-382, the Improving America's Schools Act of 1994, Foreign Language Assistance Program (FLAP) grants are awarded to state and local educational agencies that establish, improve or expand foreign language study programs for elementary and secondary school students. Awards to state educational agencies support programs that promote systemic methods to improve foreign language learning in the state. Local educational agencies use grant funds to demonstrate methods that can be disseminated and duplicated in other local educational agencies, and to provide professional development initiatives.

Part One of this handbook illustrates the breadth of innovation undertaken by grantee institutions. Grants represented in this publication focus on the following topics:

- student instructional models
- assessment of student progress
- creation of classroom materials
- teacher training/recruitment initiatives
- statewide systemic change models
- creative use of technology
- parent involvement
- community integration

The title of each grant, its sponsoring institution, the language(s) of focus, the numbers of students and/or teachers served and a brief description of the project's intent are provided.

In Part Two, which begins on page 21, 11 unique FLAP grant projects have been selected to illustrate innovative and replicable practices. These programs are presented in this handbook as case studies centered on the following topics:

- incorporation of national standards
- program articulation
- use of technology
- local district support
- unique teaching approaches
- materials development
- teacher training
- parental involvement

More detailed information about each of the grants included in this publication can be obtained by contacting the Foreign Language Specialist in the appropriate state department of education. A listing of these individuals begins on page 33. E-mail address links for the Foreign Language Specialists may be found at the Web site for the National Council of State Supervisors of Foreign Languages ([www.ncssfl.org](http://www.ncssfl.org)).

# PART ONE

## **Assessment, Articulation and Accountability**

North Carolina Department of Public Instruction

Raleigh, NC

Language(s): all

Numbers of students/teachers served: statewide

*This grant was designed to improve articulation in foreign language instruction from elementary to middle school and from middle to high school through the development and use of district-wide assessments created by teams of local foreign language educators.*

## **Bilingual Education**

Spring Branch Independent School District

Houston, TX

Language(s): Spanish

Numbers of students/teachers served: 5,288/329

*Expanding upon a previous FLAP grant, this project provided distance education in Spanish language and culture to elementary students within the district and beyond. Instructional videos as well as student and teacher support materials were developed, produced and disseminated.*

## **Bringing New Languages to Younger Learners**

Wisconsin Department of Public Instruction

Madison, WI

Language(s): all

Numbers of students/teachers served: 483 teachers

*The fundamental goal of this grant was to increase foreign language study at the elementary school level in Wisconsin. Emphasis was placed on incorporating the critical languages and developing effective elementary school foreign language programs.*

## **Bringing the World to the Midlands**

Lexington School District One

Lexington, SC

Language(s): all

Numbers of students/teachers served: 120 teachers

*This project continued the expansion of a unique district-wide elementary school foreign language program, while providing assistance in establishing new elementary programs to nearby districts within midland South Carolina counties.*

## **Building Infrastructure for Less Commonly Taught**

### **Language Study in K-12 Schools**

Turlock Unified School District

Turlock, CA

Language(s): Arabic, Chinese, Japanese, Russian

Numbers of students/teachers served: not stated

*An instructional model in non-western foreign languages was developed as a result of this grant. It is both cost-effective and replicable and offers a means of initiating and sustaining non-western language study in K-12 schools.*

### **China Project-Journey to the East**

Madison Metropolitan School District

Madison, WI

Language(s): Chinese

Numbers of students/teachers served: 940/12

*This project used an existing and successful middle school Chinese language introduction program and expanded the district's Chinese offering from a high school program to one that now begins in sixth grade and continues through 12th grade.*

### **Chinese Foreign Language Program: Philadelphia's Elementary Expansion Project**

School District of Philadelphia

Philadelphia, PA

Language(s): Chinese

Numbers of students/teachers served: 660/12

*Classroom teachers learned to speak Chinese alongside their students during this distance education project. Students and teachers participated in live, interactive television lessons scheduled twice weekly, while classroom visits by itinerant Chinese language teachers supplemented their learning experience. Staff development was also an integral part of this project.*

### **Chinese Language Achievement Through Sequential Study**

Hawaii Department of Education

Honolulu, HI

Language(s): Chinese

Numbers of students/teachers served: 60

*This project centered on helping elementary school students reach performance standards in Mandarin Chinese, as well as on the development of a model after-school Chinese language program for replication at other schools.*

### **Ciencias en Español**

Houston Independent School District

Houston, TX

Language(s): Spanish

Numbers of students/teachers served: 158/5

*This grant funded an elementary school science program taught in Spanish for primarily English-speaking children who qualified for the Gifted and Talented Program. The goal was for the simultaneous acquisition of language and science knowledge.*

### **Colorado Foreign Language Improvement Project**

Colorado Department of Education

Denver, CO

Language(s): Chinese, French, German, Japanese, Russian, Spanish

Numbers of students/teachers served: not stated

*Principal aims of this grant were to improve and enrich curriculum by creating an advanced electronic, Internet-accessible, authentic materials resource library; and to develop and administer professional development training for foreign language teachers.*

## **Connections**

San Juan Unified School District

San Juan, CA

Language(s): Russian, Spanish

Numbers of students/teachers served: 329/25

*An articulated K-12 course of study for Russian and Spanish instruction was developed in this grant, and K-12 instruction in the two languages was implemented. The grant also increased levels of professional development for teachers of the less commonly taught languages, as well as for support staff.*

## **Content-based Foreign Language in the Elementary School (FLES) Through Distance Learning**

Filley Consolidated Schools

Filley, NE

Language(s): German

Numbers of students/teachers served: not stated

*This project produced a distance education program for elementary school German language and culture instruction including video lessons and telelinguists. Classroom teachers received ongoing training in language and methods, as well as intensive summer language experiences.*

## **Creating a Japanese Infrastructure for Charlotte-Mecklenburg Schools**

Charlotte-Mecklenburg Board of Education

Charlotte, NC

Language(s): Japanese

Numbers of students/teachers served: not stated

*The aim of this grant was to design and implement an articulated K-12 Japanese curriculum that included programs in dual-immersion (Japanese/English), Foreign Language Experience (FLEX), Foreign Language Enrichment Study (FLES) and a series of secondary school Japanese courses.*

## **Elementary Foreign Language Program in Japanese and Russian**

Fulton County Schools

Atlanta, GA

Language(s): Japanese, Russian

Numbers of students/teachers served: not stated

*This fourth and fifth grade program was designed to be the initial foreign language exposure for students of either Japanese or Russian. Students met for 30 minutes daily during the school week to receive beginning-level instruction that would later articulate into the middle school program.*

**Elementary Spanish/World Language Program**

Mounds View Public Schools

St. Paul, MN

Language(s): Spanish

Numbers of students/teachers served: not stated

*This project aimed to support national and state education goals by establishing a replicable elementary world language model and to offer staff development strategies to integrate world language activities into the district curriculum.*

**Empowering Professionals, Yes!**

Oklahoma City Public Schools District I-089

Oklahoma City, OK

Language(s): all

Numbers of students/teachers served: not stated

*Oklahoma elementary school teachers were provided with the knowledge, techniques and strategies to integrate fundamental instruction in foreign language and cultures into their standard instructional units and daily classroom lessons.*

**Expanding Japanese and Russian to High School**

Derry Cooperative School District

Derry, NH

Language(s): Japanese, Russian

Numbers of students/teachers served: not stated

*This grant's objective was to provide continued, articulated Japanese and Russian language and culture experiences to students in this district by bridging the gap between existing stand-alone programs in the middle school and traditional foreign language offerings in high school.*

**Expansion of Spanish Immersion in the Oak Ridge (TN) Schools**

Oak Ridge Schools

Oak Ridge, TN

Language(s): Spanish

Numbers of students/teachers served: not stated

*Following a desire to provide a more inclusive elementary school foreign language experience, this grant was conceived to transition an existing immersion program into a more traditional elementary school FLES model.*

**FLES\* in Midland, Texas**

Midland Independent School Districts

Midland, TX

Language(s): Spanish

Numbers of students/teachers served: not stated

*This project built upon a local district initiative to provide elementary school Spanish language and culture instruction by supplying expansion funds and by aiding in the development of an articulated curriculum that progresses from elementary school through high school.*

## **FLOURISH**

Brevard County School Board

Viera, FL

Language(s): all

Numbers of students/teachers served: not stated

*FLOURISH is a school-based foreign language program designed to facilitate the development of a sequential, cumulative, continuous and integrated model of instruction for students in grades Pre-K through 12.*

## **Foreign Language Assistance Program: Dual Immersion**

Bakersfield City School District

Bakersfield, CA

Language(s): Spanish

Numbers of students/teachers served: 7 teachers

*Helping students participating in a bilingual program make a transition into a two-way Spanish-English immersion experience was the purpose of this grant. The program was based on research that indicates greater academic achievement in two-way programs.*

## **Foreign Language Assistance Program**

City of Waterbury

Waterbury, CT

Language(s): Japanese

Numbers of students/teachers served: not stated

*This program was designed to complete a previously started K-2 Japanese language initiative, to expand the program into grade 3, and to improve the program using computer technology.*

## **Foreign Language Assistance Program**

School Board of Pinellas County

Largo, FL

Language(s): Japanese

Numbers of students/teachers served: not stated

*Building on previous local district and FLAP initiatives, this project centered on expanding and enriching the K-12 Japanese language and culture program with extensive energy devoted to staff development.*

## **Foreign Language Assistance Program**

Hardin County Board of Education

Elizabethtown, KY

Language(s): Japanese

Numbers of students/teachers served: not stated

*Using the local district's instructional television capability, a kindergarten through fifth-grade Japanese language program was developed and introduced by elementary school classroom teachers who integrated the language and culture into the regular curriculum on a daily/weekly basis.*



**Foreign Language Assistance Program**

Assumption Parish School Board

Napoleonville, LA

Language(s): French

Numbers of students/teachers served: not stated

*This local school district used grant funds to expand its existing elementary school French immersion program. Particular emphasis was placed on the role of technology in enhancing instruction.*

**Foreign Language Assistance Program**

Salem Public Schools

Salem, MA

Language(s): all

Numbers of students/teachers served: not stated

*The following components served as the focus for this grant: system-wide program planning (elementary through high school); curriculum development; staff development; and the discovery and development of local resources.*

**Foreign Language Assistance Program**

Springfield Public Schools

Springfield, MA

Language(s): Chinese

Numbers of students/teachers served: not stated

*This project included expanding and improving the district K-12 instructional program in Chinese, as well as assisting teachers in articulating instruction at all three school levels. Extensive staff development and community involvement were elements of this grant.*

**Foreign Language Assistance Program**

S. Koochiching Rainy River School District #363

Northome, MN

Language(s): Russian

Numbers of students/teachers served: not stated

*To increase language learning opportunities and cross-cultural understanding, this district developed and implemented a primary school Russian language and culture program, expanded its high school Russian program, and infused greater use of technology throughout the language learning sequence.*

**Foreign Language Assistance Program**

New Hampshire Department of Education

Concord, NH

Language(s): all

Numbers of students/teachers served: not stated

*This project implemented a statewide professional development program to show world language teachers how to use the Internet and related technologies in their instruction. A Web site tailored to the needs of world language students and teachers in New Hampshire was also created.*

### **Foreign Language Assistance Program**

Manchester School District

Manchester, NH

Language(s): all

Numbers of students/teachers served: not stated

*In addition to introducing the study of Russian into the existing elementary school foreign language program, this project forged a more articulated path between elementary school and high school and provided extensive professional development opportunities for all foreign language faculty.*

### **Foreign Language Assistance Program**

Dallas Independent School District

Dallas, TX

Language(s): Japanese, Russian

Numbers of students/teachers served: not stated

*To maximize resources and provide greater instructional access, this district used FLAP monies to develop distance learning opportunities in Japanese and Russian for its high school students by combining video lessons and weekly telephone conversations with the television instructor.*

### **Foreign Language Assistance Program**

Milwaukee Public Schools

Milwaukee, WI

Language(s): all

Numbers of students/teachers served: not stated

*This project expanded the district's existing elementary school program to include more students and additional languages (Chinese and Japanese). It also afforded training opportunities for staff to enrich their knowledge of methodologies and technology.*

### **French Language and Culture at Abraham Lincoln Elementary School**

Chicago Public Schools

Chicago, IL

Language(s): French

Numbers of students/teachers served: not stated

*Designed to enhance the school's existing French immersion program, this grant aimed to expand the program's reach; to provide extensive curriculum and staff development; to create a strong parent component; and to forge a relationship with outside organizations.*

### **French, s'il vous plaît**

Acadia Parish Schools

Crowley, LA

Language(s): French

Numbers of students/teachers served: not stated

*This project expanded the existing partial immersion program in French using technology and a "centers" approach to active learning. Because of grant funding, the project expanded its reach from kindergarten through grade 5.*

**From Policy to Practice**

West Virginia Department of Education  
Charleston, WV  
Language(s): all

Numbers of students/teachers served: not stated

*The goals of this project were: to create awareness of national and state foreign language standards; to evidence knowledge of standards within the writing of local curriculum; to transfer standards knowledge to classroom practice; to enhance teacher training and networking skills; and to share “best” practices.*

**Glastonbury Foreign Language Initiative: A Forty-year Commitment**

Glastonbury Public Schools  
Glastonbury, CT  
Language(s): all

Numbers of students/teachers served: not stated

*This grant expanded previously completed district-wide initiatives by shifting the elementary program downward to first grade; by changing the middle school program from an elective to a required program; and by making additional study opportunities in Japanese and Russian possible.*

**Hands Across the Sea (HATS-I)**

Community School District 4  
New York, NY  
Language(s): Japanese

Numbers of students/teachers served: not stated

*The goal of this project was to provide Japanese language and culture instruction to 200 kindergarten and first-grade students in East Harlem, as well as to provide courses, lectures, films and workshops to teachers and parents in the community.*

**Hands Across the Sea (HATS-II)**

Community School District 4  
New York, NY  
Language(s): Russian

Numbers of students/teachers served: not stated

*Offered to students at the district’s gifted and talented school, this Russian program included sequential study from kindergarten through fifth grade. Furthermore, students had opportunities to associate with Russian students at New York University, and students and teachers participated in intensive summer language and culture experiences.*

**Immersion Programs in Critical Languages**

Montgomery County Public Schools  
Rockville, MD  
Language(s): Chinese, Japanese, Korean

Numbers of students/teachers served: not stated

*Funds from this grant were used at one school to initiate an immersion program in Chinese, Japanese or Korean and to support the extensive planning, development and capacity-building phase of program initiation.*

### **Improving and Expanding Instruction in Russian to Middle School Students**

Howard County Public Schools

Ellicott City, MD

Language(s): Russian

Numbers of students/teachers served: not stated

*This project expanded (from four to eight schools) and enhanced an existing middle school Russian program. It enabled students to begin a sequential Russian language and culture program that starts in middle school and articulates through high school.*

### **Innovative Japanese Enrichment Program**

Brea Olinda Unified School District

Brea, CA

Language(s): Japanese

Numbers of students/teachers served: not stated

*This grant centered on supporting the district's efforts to establish a K-12 Japanese program extending downward from the existing high school program. Funds were used to add personnel, develop after-school elementary programs, and add various support technologies, including production of a Web site that allowed students to publish material and to communicate with other speakers of Japanese.*

### **Japanese for the Future**

Houston Independent School District

Houston, TX

Language(s): Japanese

Numbers of students/teachers served: not stated

*Building on a successful elementary school Japanese language and culture experience, this project provided articulated language learning opportunities for students at the middle and high school levels. A distance learning component allowed elementary school instruction to be accessible by other community schools.*

### **Japanese Foreign Language Program at the Elementary Level**

Capitol Region Education Council

Hartford, CT

Language(s): Japanese

Numbers of students/teachers served: 255 students

*Funds from this grant enabled this magnet school, shared and operated by two school districts, to make daily instruction available to all K-5 students. Japanese lessons combine the use of technology and hands-on science activities to provide inclusive experiences in the three major focus areas of the school.*

**Japanese Language Expansion Project**

Clarendon Elementary School

San Francisco, CA

Language(s): Japanese

Numbers of students/teachers served: 335 students

*This project provided a content-related two-way program in Japanese language and culture to students in kindergarten through fifth grade for one hour per day, four days per week.*

*Emphasis was placed on interactions between native and non-native English speakers so that opportunities for learning Japanese were maximized.*

**Japanese Language Studies**

Winston-Salem/Forsyth County Schools

Winston-Salem, NC

Language(s): Japanese

Numbers of students/teachers served: not stated

*To provide elementary school Japanese language and culture learning opportunities, a program was implemented for students beginning in kindergarten and continuing through second grade. Parent, administrator and community involvement heavily influenced the success of this project.*

**Japanese Model Schools Project**

Oregon State System of Higher Education

Eugene, OR

Language(s): Japanese

Numbers of students/teachers served: 107 teachers

*This project was developed to improve the quality of standards-based Japanese language instruction, to increase its availability, and to introduce students to business opportunities available to Japanese speakers.*

**Jardín de Niños**

Lovington Municipal Schools

Lovington, MN

Language(s): Spanish

Numbers of students/teachers served: 18 teachers

*To provide Spanish language and culture instruction to all kindergartners in the district was the focus of this FLAP grant. Key aims were to improve staff proficiency levels in teaching Spanish and to forge partnerships with the parents of limited English-proficient students.*

## **K-12 Spanish for Nevada Students**

Nevada Department of Education

Carson City, NV

Language(s): Spanish

Numbers of students/teachers served: not stated

*Focusing first on substantial teacher development, this grant helped faculty acquire new knowledge and skills in research-based methodologies, educational technology and other current topics. It also provided students with summer language camps led by these highly trained teachers.*

## **Korean Foreign Language Assistance Program**

Los Angeles Unified School District

Los Angeles, CA

Language(s): Korean

Numbers of students/teachers served: 60 students

*This project supported student transition from an existing bilingual program to a two-way immersion program at two elementary schools in the district. Sixty English-speaking children and 140 Korean-speaking children participated.*

## **The Language Connection**

Chicago Public Schools

Chicago, IL

Language(s): French, Spanish

Numbers of students/teachers served: not stated

*Improving teachers' language proficiency and their application of national foreign language standards were principal foci of this project. Teachers participated in extensive domestic and foreign professional development opportunities to effect classroom change. School administrators were also involved in the solicitation of a greater understanding of, and support for, programs.*

## **Leadership in Languages**

Oklahoma Department of Education

Oklahoma City, OK

Language(s): all

Numbers of students/teachers served: not stated

*Developing teachers to be successful trainers and documenting training models that emerged from that effort were targets of this grant. Of equal focus was incorporating technology to sustain and enhance the quality of classroom instruction.*

## **Learning Chinese in Newton**

Newton Public Schools

Newton, MA

Language(s): Chinese

Numbers of students/teachers served: not stated

*Building upon existing bilingual programs in Chinese at district elementary schools, this project sought to better integrate the study of Chinese language and culture throughout the elementary school experience through extensive curriculum and teacher development and through technology.*

**Learning Mandarin Chinese in Indiana**

Indiana Department of Education

Indianapolis, IN

Language(s): Chinese

Numbers of students/teachers served: 940/24

*Using teams of educators from local school districts, this grant prepared a new cadre of teachers to provide Chinese instruction in Indiana schools through intensive summer training (both domestically and abroad) and academic year continuation.*

**Lee County Chinese Program**

Lee County Schools

Fort Myers, FL

Language(s): Chinese

Numbers of students/teachers served: not stated

*The Lee County project provided a second- through 12th-grade Chinese language and culture initiative serving students at five school sites. Additionally, the program sponsored a cultural resource center that served 3,100 teachers and 51,000 students in the district.*

**Many Roads to Language Learning**

Eugene School District 4J

Eugene, OR

Language(s): Japanese

Numbers of students/teachers served: not stated

*Designed to support existing immersion programs in the elementary school, this grant enabled the district to support, develop and purchase curriculum materials and to provide a number of professional development opportunities for staff. In addition, a Web site for Japanese language students and staff was produced.*

**Millis Russian Language Project**

Millis Public Schools

Millis, MA

Language(s): Russian

Numbers of students/teachers served: not stated

*Building on a long-standing cooperative agreement with the Moscow School System No. 1411, this district established a comprehensive, articulated Russian language and culture program that begins in elementary school and continues through high school.*

**Model Foreign Language Project**

Minneapolis Public Schools

Minneapolis, MN

Language(s): Arabic, Chinese, German, Japanese, Russian

Numbers of students/teachers served: 306 students

*This project introduced instruction to elementary school students in less commonly taught languages and provided continued learning experiences through high school. Model curricula for these less commonly taught languages were created and disseminated.*

### **Model Program in Chinese**

San Francisco Unified School District

San Francisco, CA

Language(s): Chinese

Numbers of students/teachers served: not stated

*Expanding on an existing district-sponsored Chinese immersion program, this grant helped establish a heritage program for native Cantonese speakers (grades 2-5), a Chinese partial immersion program (grades K-2 and 3-5) and a Mandarin FLES model program (grades 1-5).*

### **Moshi Moshi Project: The Japanese Foreign Language in the Elementary School (FLES) Project**

Portland Public School District #1

Portland, OR

Language(s): Japanese

Numbers of students/teachers served: not stated

*This project developed and implemented a Japanese content-enriched elementary school-level foreign language program for students in grades 1-5, using interactive television instruction. Ongoing training and support for elementary school classroom teachers was a major focus of the program.*

### **Ojiiisan to Obaasan to Issho: Together With Our Elders**

Hawaii Department of Education, Kauai District

Kapaa, HI

Language(s): Japanese

Numbers of students/teachers served: not stated

*This grades 3-5 intergenerational project sought to teach Japanese language and culture by promoting partnerships with grandparents and elders through classroom interaction, cultural and life experience exchanges, and video/audio interviews.*

### **Planning for Articulated Teaching and Learning of the Less Commonly Taught Languages**

Washington State Office of Superintendent of Public Instruction

Olympia, WA

Language(s): Arabic, Chinese, Japanese, Korean, Russian

Numbers of students/teachers served: not stated

*Training a cadre of elementary school teachers in five of the less commonly taught languages was the focus of this grant. In addition to training, teacher candidates were exposed to extensive summer practica to complement their professional development.*

### **Project Ansanm Ansanm**

Broward County Public Schools

Fort Lauderdale, FL

Language(s): Haitian-Creole

Numbers of students/teachers served: 200/40

*A sequential program of Haitian-Creole language and culture instruction for students in kindergarten through fifth grade was developed and implemented in this project. Curricula, as well as a kindergarten interview checklist, and a criterion-referenced test were created.*



**Project EXCEL**

San Dieguito Union High School District

Encinitas, CA

Language(s): Japanese, Spanish

Numbers of students/teachers served: 305 students

*Development of a model Pacific Rim interdisciplinary foreign language program in Japanese and Spanish was a principal goal of this project. Additionally, portfolio assessment was used to measure student development, and summer training enrichment programs for students and teachers were sponsored.*

**Project FLAIR**

Delaware Department of Education

Dover, DE

Language(s): all

Numbers of students/teachers served: not stated

*This project, designed for statewide impact, aimed to develop internationally competitive state foreign language standards. These standards were integrated into a new state curriculum that included extensive student progress indicators. Teacher preparation guidelines were also developed to reflect the new standards.*

**Project FLAME**

Long Beach Unified School District

Long Beach, CA

Language(s): French, Japanese

Numbers of students/teachers served: 400/6

*Expanding an existing immersion model was the focus of this grant. Students from kindergarten through eighth grade were afforded partial immersion opportunities (50 percent of the instructional day) in either French or Japanese with program articulation available into the high school level. Staff development played a major role in the project.*

**Project FLAME**

St. Martin Parish School Board

St. Martinville, LA

Language(s): French

Numbers of students/teachers served: not stated

*This project sought to enrich and expand an existing French immersion program within the district. Additionally, the grant provided extensive staff development for affected teachers and created opportunities to involve the community in the program.*

### **Project FLOR**

Chula Vista Elementary School District

Chula Vista, CA

Language(s): Spanish

Numbers of students/teachers served: not stated

*The principal focus areas of this grant were to create an articulated K-6 Spanish language and culture sequence, to establish a system to measure and chart student achievement, and to provide extensive staff development.*

### **Project Japan**

Capistrano Unified School District

San Juan Capistrano, CA

Language(s): Japanese

Numbers of students/teachers served: 1,974/18

*This grant made it possible for all elementary school students throughout the district to receive instruction in Japanese language and culture, as well as in advanced technological applications. After-school enrichment classes and summer camps were also integral components of the program.*

### **Project Kachuko**

Anchorage School District

Anchorage, AK

Language(s): Japanese

Numbers of students/teachers served: not stated

*Expansion of the district's existing Japanese partial immersion program into junior and senior high schools was a principal goal of this grant. Additionally, an articulated K-12 curriculum in Japanese was developed along with a program of interschool activities that would involve students across school lines.*

### **Project LEGACY**

Norwalk Public Schools

Norwalk, CT

Language(s): Japanese

Numbers of students/teachers served: not stated

*The national foreign language standards were used as an organizing principle to create lessons geared toward performance standards. Each of the five standards goal areas - communication, cultures, connections, comparisons and communities - was targeted.*

### **Project LinC**

Livermore Valley Joint Unified School District

Livermore, CA

Language(s): Spanish

Numbers of students/teachers served: 32 teachers

*Two principal objectives of this project were to target greater integration of existing Spanish instruction into other grade-level content areas, and to link native Spanish speakers within the community to the school. Extensive staff development of language and non-language faculty was also pursued to ensure greater language and culture integration.*

**Project PAL**

ABC Unified School District

Cerritos, CA

Language(s): Chinese, Japanese, Korean, Tagalog

Numbers of students/teachers served: not stated

*Growing out of existing district-wide foreign language and bilingual programs, this grant established a more articulated language and culture study path into high school for students of Chinese, Japanese, Korean and Tagalog.*

**Project ROLL-UP**

Community Consolidated School District #54

Schaumburg, IL

Language(s): Japanese, Spanish

Numbers of students/teachers served: not stated

*Designed to provide elementary school Japanese or Spanish language and culture experiences, and to promote inclusive linguistic and cultural communities, this project was launched at four of the district's elementary schools.*

**Project SAM**

Louisiana Department of Education

Baton Rouge, LA

Language(s): all

Numbers of students/teachers served: 860 teachers

*To provide statewide leadership, this grant developed state foreign language standards and curriculum guidelines; enhanced existing French proficiency tests; developed Spanish proficiency tests; and created sample teaching/assessment activities.*

**Project TOMADACHI**

Broward County Public Schools

Fort Lauderdale, FL

Language(s): Japanese

Numbers of students/teachers served: not stated

*This project provided Japanese language and culture instruction to kindergarten through fifth grade students at three of the district's elementary schools. Japanese curriculum guides were developed and field-tested at each of the sites.*

**Project Unidos**

Broward County Public Schools

Fort Lauderdale, FL

Language(s): Spanish

Numbers of students/teachers served: 350 students

*Taking advantage of the efficiency of the two-way immersion concept, this partial immersion program provided Spanish language and culture instruction to K-5 students at three district elementary schools. Curriculum guides, aligned with national standards, were created for Spanish as a second language and Spanish for native speakers.*

### **Regional Instructional Television Consortium Elementary Spanish Program**

Region 10 Education Service Center

Richardson, TX

Language(s): Spanish

Numbers of students/teachers served: 14,894/1,077

*So that Spanish could be provided where no language specialist was available, this project used an existing elementary school Spanish distance learning program, produced by a nearby district, to provide regular elementary school classroom teachers with extensive teacher training and materials support.*

### **Seattle World Language and Culture Project**

Seattle Public Schools

Seattle, WA

Language(s): Japanese

Numbers of students/teachers served: not stated

*This project established a sequential elementary school foreign language program that would articulate with the existing secondary (grades 6 through 12) foreign language offering. Japanese was selected as the target language for development of an articulation model; distance delivery served as the medium of instruction.*

### **Sequential Spanish for Grades 1-6**

Richardson Independent School District

Richardson, TX

Language(s): Spanish

Numbers of students/teachers served: not stated

*This district used grant funds to expand its existing distance learning program to provide elementary school Spanish language and culture instruction. The district increased the number of schools participating in the program and hired additional language specialists to provide onsite experiences for students enrolled in the program.*

### **Somos Amigos**

Community School District 18

Brooklyn, NY

Language(s): Spanish

Numbers of students/teachers served: not stated

*Designed to make Spanish language instruction available to the broadest possible audience, this grant exploited distance delivery technologies within the district's 13 elementary schools. Other major components of the grant included extensive professional development for teachers and a parent involvement initiative.*

**South Dakota World Language Development Project**

South Dakota Department of Education and Cultural Affairs

Pierre, SD

Language(s): all

Numbers of students/teachers served: not stated

*This statewide project developed a K-12 curriculum framework; provided intensive and ongoing professional development for administrators, elementary and secondary teachers of languages and general content; and created performance assessments that reflect national and state standards.*

**SE Kansas Foreign Language Assistance Project**

Southeast Kansas Education Service Center

Girard, KS

Language(s): Chinese, Japanese

Numbers of students/teachers served: not stated

*This grant sought to provide an articulated third through 12th grade distance learning program in either Chinese or Japanese language and culture to schools throughout the service region. Elementary school instruction was designed to enhance foreign language experiences, whereas middle and high school instruction was more focused on language acquisition.*

**Spanish in Elementary Schools via Television**

Katy Independent School District

Katy, TX

Language(s): Spanish

Numbers of students/teachers served: not stated

*Building on the previous development of first and second grade language proficiency, this grant extended the district's initiative to provide Spanish language and culture instruction via distance learning to the district's third, fourth and fifth grade students and classroom teachers.*

**Spanish Two-way Population**

School District of Lee County

Fort Myers, FL

Language(s): Spanish

Numbers of students/teachers served: not stated

*This two-way language instructional program for native speakers of Spanish and English was developed and implemented in three Lee County high schools. Participating students were recruited from classes of third-year Spanish, Advanced Placement or the International Baccalaureate Program. The program curriculum follows the College Board's "Pacesetter Spanish" format.*

### **A Systematic Approach to Foreign Language Learning**

Connecticut State Department of Education

Hartford, CT

Language(s): all

Numbers of students/teachers served: statewide

*This project focused on producing a curriculum development guide; disseminating the guide through print and electronic media; and providing intensive summer professional development institutes with emphasis on kindergarten through eighth grade.*

### **Systemic Planning for Languages and Teaching**

Washington State Office of Superintendent of Public Instruction

Olympia, WA

Language(s): all

Numbers of students/teachers served: not stated

*This grant served as a statewide development and delivery model for the introduction and continuation of articulated sequences of language learning for the less commonly taught languages, specifically Arabic, Chinese, Japanese, Korean and Russian.*

### **WyFLAP**

Wyoming Department of Education

Casper, WY

Language(s): all

Numbers of students/teachers served: 167 teachers

*This project combined face-to-face teacher training with distance learning technologies (e.g., teleconferencing, listservs) to help teachers become more aware of national foreign languages, and to help them discover ways of infusing foreign language standards into classroom instruction.*

## Incorporation of National Standards

### J C E

While national foreign language standards serve as the impetus for rapid and far-reaching change in classrooms across the country, this grant acknowledged that to demand higher standards without providing teachers with sufficient resources, would set the standards, as well as teachers, up to fail. This, in turn, could breed cynicism and resentment among all education stakeholders. The project's developers believed that hopes of achieving the standards—higher levels of student proficiency, more highly focused curriculum, and greater accountability of schools—could be realized only if teachers were given the time and guidance to make it happen. To provide the support that would allow teachers to put standards to work in the classroom, this project focused on two principal teacher education initiatives: *models of excellence* and *pioneer schools*.

During each year of the grant, five schools with outstanding Japanese programs were selected as models of excellence. Teachers at these schools were provided with release time, support of partner teachers and workshops led by nationally recognized experts to help them devise models of standards-based education practical in real-world applications. Year one model-school teachers became partner teachers for year two model-school teachers, thereby building a cadre of mentors who continued to act as leaders and trainers.

The Pioneer Schools Initiative supported new Japanese language programs at the K-8 level. Eight new programs were created over the grant's two-year existence. Pioneer-school teachers received release time, mentoring and expert assistance in developing sustainable, high-quality K-8 standards-based programs.

Each partner teacher or mentor, collaborated with one other teacher or a group of partner teachers. Activities performed by each teacher and partner included: (1) observation of standards-based classrooms and feedback to the classroom teacher; (2) visitation to classrooms of highly respected teachers who implemented standards-based instruction; (3) review of lesson content and configuration; (4) curriculum development; (5) and attendance at workshop-training sessions.

This composite program of standards-based teacher training has empowered a sizable group of Japanese language teachers (both experienced and novice) in Oregon. Teachers can now affect change, and new language programs have been created and nurtured throughout the state.

## Program Articulation

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M

The *China Project* served as the impetus to transform a fractured Chinese language and culture program into a finely tuned articulated instructional sequence. Originally developed as a nine-week, stand-alone, interdisciplinary thematic unit taught to seventh graders in the Madison district, teachers endeavored to make this popular and well-received unit a foundation of a newly designed Chinese program beginning in sixth rather than seventh grade. This grant added Chinese instruction to the list of language and culture offerings by following a district model used for French and Spanish instruction. It became possible for students to have an exploratory experience in Chinese language and culture in sixth grade (taught by the sixth-grade teams); an option of enrolling in Chinese I in seventh and eighth grades; and an opportunity to continue a full sequence of Chinese language study through high school.

The project components included: (1) staff training for the sixth-grade teams in the Chinese language; (2) adaptation of the current social studies and language arts curricula to present a thematic approach to a China unit; (3) instructional support by adding a master teacher at each school; (4) the addition of technology to each classroom; (5) production of a resource kit and videos; (6) and cultural instruction by introducing Chinese-community members into the classroom setting. Perhaps the success of the program is best measured by the increase in numbers of participating students—from 348 students in the grant's first year to 581 in its final year.



The East Hartford/Glastonbury Magnet School program is a joint venture of these two Connecticut school districts in which, through this FLAP grant, Japanese language and culture instruction is provided to all students, beginning in kindergarten and continuing through fifth grade. Approximately 255 students at this technology-science magnet school received 30 minutes of daily instruction in Japanese. A developmentally appropriate curriculum focused on listening and speaking activities, while reading and writing played a lesser role for this age of Japanese language student.

The goal to provide every elementary school magnet student with a solid start in the study of Japanese also created an articulation challenge. While students would ultimately attend high schools where Japanese instruction would continue, nothing existed at the middle school stage. Thus, while the grant would provide meaningful elementary school experiences in Japanese, it would also create a gap within the K-12 sequence.

To compensate for this potential lapse in instruction, the school boards of East Hartford and Glastonbury pursued a distance learning option. The school boards struck an agreement with the two cable companies that provide service to both communities, thereby putting in place a vehicle for distance learning. At that point, attention turned to hiring appropriate staff to provide the distance instruction, and designing a continuation of the elementary school curriculum that would also carry over to the high school program.

The result is a creative solution to what could have been an articulation nightmare. Students from the magnet school now receive daily instruction in Japanese, followed in the middle grades by a distance learning program provided by a Japanese language specialist. Afterward, students pursue their language education at the appropriate linguistic development level in an established high school program.

## Use of Technology

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Spurred by a desire to effectively disseminate information to educators about new national foreign language standards, the Wyoming Department of Education was forced to examine alternative forms of staff development delivery due to the location of its 139 foreign language educators across great geographical distances. To achieve its goals, this grant combined face-to-face training with the power of technology.

To accommodate for the location of few educators over Wyoming's great expanse, training was initiated through five strategically located summer institutes where nationally recognized experts facilitated teacher knowledge and internalization of the national standards. Technology was used to keep teachers connected after the conclusion of the summer institutes, regardless of geographic location. Teachers were able to continue communicating with one another through compressed-video conferences, thus enabling them to sustain their learning and to discuss classroom application experiences. The use of technology also made it possible for participating teachers to have direct access to foreign language experts through e-mail, so that a continual question-and-answer dialogue component was affected. A statewide listserv was developed to further guide teacher efforts in standards implementation. This model offers an excellent example of how the power of technology can enhance staff development enterprises in an effective and cost-efficient manner.

## Local District Support

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Through a competitive grant process, the Wisconsin Department of Public Instruction chose to use a portion of its FIAP grant funding to encourage and support local school system initiatives aimed at starting and nurturing elementary school foreign language programs. A total of 22 awards were made to local school districts in support of the development of elementary school foreign language programs using planning grants, training grants and/or salary incentive grants.

School districts that applied for these grant awards were required to demonstrate their commitment to program initiation or introduction by showing how the grant endeavor would fit into the district's elementary school foreign language program developmental plan, and by providing matching funds. Some districts requested planning grants to create public awareness or for program development; some requested funds for program expansion; and others requested funds to hire teachers. All grants included provisions for articulation, indicating how their programs would provide extended sequences in the elementary school's program. Furthermore, the articulation plans addressed how the elementary program would fit into already existing programs at the middle or high school level, or how they would create a new sequence of study at the upper levels. This was an outstanding tactic for stretching the original grant amount by adding matching funds from local school systems.

## Unique Teaching Approaches

C  
H  
H

Building on the belief that content-related instruction in the second language classroom provides a rich context for language acquisition, the Houston Independent School District project, *Ciencias en Español*, was designed to provide elementary school students, who are primarily English-speaking, an opportunity to acquire second language skills through hands-on, experiential science instruction. This program, offered to students in the Gifted and Talented Program, was created to teach grade-level science objectives, while concurrently providing students with a meaningful experience in Spanish language and culture. During the first year of the program, students amassed a receptive Spanish language vocabulary based on instructional content in science studies. During the program's second year, students built upon their receptive vocabulary and began to venture into oral communication. In the third year of the program, students expanded their ability to communicate about what they had learned in their science classes.

The implementation of this project to expand language learning to include Japanese, and to introduce interdisciplinary area studies into the curriculum, has spurred interest throughout the district. Springing from a community needs assessment, current trade and economics research, the California foreign language framework, and national and state systemic reform recommendations, this instruction model enhanced the district's high school language offering. It included a full sequence of Japanese language and culture instruction, as well as a unique area studies course related to the Pacific Rim. In an effort to provide better preparation for the global marketplace, students who participated in the program received five hours per week of Japanese language instruction, in addition to five hours per week of concentrated Pacific Rim studies. Program articulation was addressed through the development of a proficiency-based curriculum model for the teaching of Japanese I, II and III, with groundwork laid for continuation of language and culture study through Japanese VII. In addition to the development of language curriculum, 10 cross-disciplinary units to teach Pacific Rim studies were drafted, field-tested and revised. These materials offer excellent examples of a comprehensively conceived and implemented foreign language program that not only makes language instruction available, but also provides a contextually detailed study of the region where the language is used.

## Materials Development

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Building on a previous FLAP grant to produce distance education programming aimed at providing elementary school Spanish language and culture learning where no language specialist was available, this grant expanded the existing program to additional grade levels and produced student and teacher support materials. Previously developed for first and second grades only, the program was extended through fifth grade. Over 100 new video lessons were produced for broadcast throughout the district. Additionally, student instructional materials, designed to supplement and expand the video learning experience, were created and distributed to all third, fourth and fifth grade students enrolled in the program. Other supplementary curriculum materials were created for fourth and fifth grades. At the grant's conclusion, 5,288 students and 329 teachers from 11 different campuses in grades Pre-K through five were served. This distance learning program provides an example of an alternative elementary school delivery model for school districts that may have limitations on their fiscal and/or human resources.

# Teacher Training

## L I H

This program models the expansion of foreign language teaching into the elementary grades by equipping traditional grade-level teachers with language and culture background. Elementary school teachers who did not speak Chinese, and middle and high school teachers of other foreign languages, participated in intensive summer training and academic-year continuation of study in Indiana over a two-year period. During the third summer of the grant, teachers spent six weeks in China, in a highly structured program of language and culture education. This program produced 12 newly prepared teachers of Chinese who, in the year following completion of their training, provided instruction throughout Indiana to 744 elementary school students, 83 middle school students and 113 high school students. The result is that 940 students received Chinese language and culture instruction; without this capacity-building model, they would not otherwise have had this opportunity.

Another important aspect of this model is how it used a team approach to ensure a total buy-in of the program. Teams comprised of at least one elementary school teacher, a secondary foreign language teacher, a media specialist and a district administrator were assembled from the participating districts. This organizational format provided valuable professional discussions among elementary, middle and high school teachers. The format further paved the way for materials acquisition through the involvement of the media specialist and district-level program support through the involvement of a central office administrator.

## Parental Involvement

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I

Project planners for this elementary school immersion model in Japanese and French sought to fully involve parents in the language-learning experiences of their children. For example, to underscore this model's outreach philosophy, primary grade teachers sent home "parent-friendly" key vocabulary and phrases, along with appropriate pronunciation keys, written in both English and hiragana (for the Japanese students). Through this practice, parents were able to help their children with homework as they too, learned elementary Japanese or French. Activities, not contingent upon conversant ability in the foreign language, were developed to be carried out by family members, thus extending the language and culture learning experience. A sixth-grade math lesson addressing ratios and proportions required students to measure specific pieces of furniture at home using metric measurements. These measurements then became the basis for scale drawings. A family member would essentially become a co-learner in this experience as they assisted with the measurement activity and as the student taught the family member a few basic Japanese or French words relevant to the assignment.

In addition to involving family in homework assignments, the school also sponsored five "language nights" for both Japanese and French families. These meetings intended to (1) clarify the goals of the immersion program, (2) inform parents of the various activities planned for the different grade levels, and (3) help parents discover ways to support their child's language learning.

Pointing to this project's success, reports indicate that 75 percent of parents participated in the parent activities, 80 percent of which claimed that this component had helped them to participate more meaningfully in their child's education.



***Project LinC*** provided foreign language instruction to elementary school students following a thematic-unit approach used throughout the school. Spanish instruction occurred in the context of the thematic unit through specially designed activities taught by a Spanish language specialist. Activities involved following directions in Spanish, building a model by following directions in Spanish, and using Spanish vocabulary to answer questions about a topic.

Almond Avenue Elementary School, the project site, involved its parents in a number of highly successful activities. First, a ***Family Fiesta*** event was organized and implemented. It involved a dinner, a student show and a songfest led by a guest artist. This performer interacted with children and parents to provide an evening rich in culture and fun. The ***Family Fiesta*** became so popular among parents and students that a standing committee of the PTA organized the event each subsequent year of the grant—a clear demonstration of the event's integration into the fabric of the school.

Second, during the project's first year, a family education program was inaugurated through a Spanish Family Math program. For four consecutive weeks, pairs of Spanish-speaking and English-speaking families participated in evening math workshops. Geometry, algebra and statistics-analysis were explored through hands-on activities designed to engage both students and parents.

In the second year, teachers involved students and their parents in the popular ***Maya Quest*** project. Via the Internet, approximately 500 students, teachers and parents followed, and communicated with, a group of explorers through the rain forests of Central America. To highlight the school's involvement in ***Maya Quest***, the lead explorer for the mission visited the school and worked with students during the day and with families in the evening.

# Conclusion

The preceding case studies show that grant-receiving institutions placed in high regard the mandate “to demonstrate methods that can be disseminated and duplicated.” While these grants are but a few examples of replicable and innovative practices, they represent a growing number of school districts and state departments of education that are envisioning new ways of providing meaningful instructional experiences in foreign language studies. They strive to efficiently and effectively incorporate national standards, provide better teacher training, extend the use of technology to aid teaching and learning, and provide more effective ways of involving parents in the education of their children.

# APPENDIX

## State Department of Education Contact Information

### Alabama Dept. of Education

Susan Blankenship  
3339 Gordon Persons Building  
PO Box 302101  
Montgomery, AL 36130-2101  
Tel: 334-242-8082  
Fax: 334-242-0482  
E-mail: susanb@sdenet.alsde.edu

### Connecticut State Dept. of Education

Mary Ann Hansen  
PO Box 2219  
Hartford, CT 06145-2219  
Tel: 860-566-3873  
Fax: 860-566-5623  
E-mail: hansenm@ecsuc.ctstateu.edu

### Arizona Dept. of Education

Catherine Mayorga  
1535 West Jefferson  
Phoenix, AZ 85007  
Tel: 602-542-5510  
Fax: 602-542-3050  
E-mail: Cmayorg@mail.ade.state.az.us

### Delaware Dept. of Education

Shu-Han Wang  
PO Box 1402  
Dover, DE 19903-1402  
Tel: 302-739-4885 ext. 3117  
Fax: 302-739-3744  
E-mail: swang@state.de.us

### Arkansas Dept. of Education

Susan Grier  
#4 Capitol Mall, Room 305B  
Little Rock, AR 72201-1071  
Tel: 501-682-4398  
Fax: 501-682-4618  
E-mail: sgrier@arkedu.k12.ar.us

### Florida Dept. of Education

Diana Sen  
325 West Gaines Street, Suite 544  
Tallahassee FL 32399-0400  
Tel: 850-487-2910  
Fax: 850-921-8310  
E-mail: SenD@mail.doe.state.us

### California Dept. of Education

Arleen Burns  
721 Capitol Mall, 4th Floor  
Sacramento, CA 95814  
Tel: 916-323-5818  
Fax: 916-657-2278  
E-mail: aburns@cde.ca.gov

### Georgia Dept. of Education

Elizabeth Webb  
1762 Twin Towers East  
Atlanta, GA 30334-5040  
Tel: 404-651-7278  
Fax: 404-651-8582  
E-mail: jlanger@doe.k12.ga.us

### Colorado State Dept. of Education

Evelyna Donnelly  
201 East Colfax  
Denver, CO 80203  
Tel: 303-866-6757  
Fax: 303-866-6892  
E-mail: Donnelly\_E@cde.state.co.us

### Hawaii Dept. of Education

Anita Bruce  
189 Lunalilo Home Road, 2nd Floor  
Honolulu, HI 96825  
Tel: 808-394-1322  
Fax: 808-394-1304  
E-mail: anita\_bruce@notes.k12.hi.us

### Illinois Dept. of Education

Anne Marie Fuhrig  
100 North First Street, E-216  
Springfield, IL 62777-0001  
Tel: 217-782-4823  
Fax: 217-782-6097  
E-mail: afuhrig@smtp.isbe.state.il.us

## **Indiana Dept. of Education**

Kristin Hoyt-Oukada  
Room 229 State House  
Indianapolis, IN 46204-2798  
Tel: 317-232-9148  
Fax: 317-232-9121  
E-mail: Khoyt@doe.state.in.us

## **Iowa Dept. of Education**

Carmen Sosa  
Grimes State Office Building  
Des Moines, IA 50319-0146  
Tel: 515-281-3805  
Fax: 515-242-6025  
E-mail: carmen.sosa@ed.state.ia.us

## **Kansas State Dept. of Education**

Maria Collins  
120 SE 10th Avenue  
Topeka, KS 66612-1182  
Tel: 785-296-2198  
Fax: 785-298-3523  
E-mail: mcollins@ksbe.state.ks.us

## **Kentucky Dept. of Education**

Jacque Bott-Van Houten  
Curriculum Division, 18th Floor  
Capital Plaza Tower, 500 Mero Street  
Frankfort, KY 40601  
Tel: 502-564-2106 ext. 4163  
Fax: 502-564-9848  
E-mail: jvanhout@kde.state.ky.us

## **Louisiana Dept. of Education**

Perry Waguespack  
PO Box 94064  
Baton Rouge, LA 70804-9064  
Tel: 225-342-3427  
Fax: 225-342-0802  
E-mail:

## **Maine Dept. of Education**

Donald Reutershan  
23 State House Station  
Augusta, ME 04333-0023  
Tel: 207-287-5936  
Fax: 207-287-5927  
E-mail: don.reutershan@state.me.us

## **Massachusetts Dept. of Education**

Deborah Fernald-Roberts  
350 Main Street  
Malden, MA 02148  
Tel: 781-338-6221  
Fax: 781-338-3394  
E-mail: droberts@doe.mass.edu

## **Michigan State Dept. of Education**

Paul Bielawski  
PO Box 30008  
Lansing, MI 48909  
Tel: 517-335-5784  
Fax: 517-335-2473  
E-mail:  
pbielawski@cdp.mde.state.mi.us

## **Mississippi State Dept. of Education**

Linda Irby  
PO Box 771  
Jackson, MS 39205  
Tel: 601-359-3778  
Fax: 601-359-1818  
E-mail: lirby@mdek12.ms.us

## **Missouri State Dept. of Education**

Joel Judd  
PO Box 480  
Jefferson City, MO 65102  
Tel: 314-751-8281  
Fax: 314-526-6698  
E-mail: jjudd@mail.dese.state.mo.us

## **Montana Office of Public Instruction**

Lynn Hinch  
Box 202501  
Helena, MT 59620-2501  
Tel: 406-444-3482  
Fax: 406-444-3924 (1373)  
E-mail: lhinch@opi.mt.gov

**Nebraska Dept. of Education**

Vickie Scow  
301 Centennial Mall South  
PO Box 94987  
Lincoln, NE 68509  
Tel: 402-471-4331  
Fax: 402-471-8850  
E-mail: vschow@nde4.nde.state.ne.us

**Nevada State Dept. of Education**

Holly Walton-Buchanan  
Capitol Complex  
Carson City, NV 89710  
Tel: 702-687-3136  
Fax: 702-687-5660  
E-mail: buchanan@nsn.scs.unr.edu

**New Hampshire State  
Dept. of Education**

Carolyn Horn  
101 Pleasant Street  
Concord, NH 03301-3860  
Tel: 603-271-2772  
Fax: 603-271-1953  
E-mail: chorn@ed.state.nh.us

**State of New Jersey  
Dept. of Education**

Janis Jensen  
100 River View Plaza  
PO Box 500  
Trenton, NJ 08625-0500  
Tel: 609-777-4658  
Fax: 609-292-7276  
E-mail: jjensen@doe.state.nj.us

**New Mexico State  
Dept. of Education**

Maria del Carmen Graham  
Education Building  
Santa Fe, NM 87501-2786  
Tel: 505-827-6612  
Fax: 505-827-6696  
E-mail:

**New York State  
Dept. of Education**

Al Martino  
671 EBA, Washington Avenue  
Albany, NY 12234  
Tel: 518-486-1718  
Fax: 518-486-1385  
E-mail: amartino@mail.nysed.gov

**North Carolina Dept.  
of Public Instruction**

Frances Hoch  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
Tel: 919-715-1797  
Fax: 919-715-2229 or 919-715-0517  
E-mail: fhoch@dpi.state.nc.us

**State of North Dakota**

Neil Souther  
Bismarck High School  
800 North 8th Street  
Bismarck, ND 58501  
Tel: 701-221-3510 ext. 150  
Fax: 701-221-3742  
E-mail:

**Ohio State Dept. of Education**

Virginia Ballinger  
66 S. Front St., Room 1009  
Columbus, OH 43215-4183  
Tel: 614-466-2190  
Fax: 614-728-3058  
E-mail: pd\_ballinger@ode.ohio.gov

**Oklahoma State  
Dept. of Education**

Jody Klopp  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105-4599  
Tel: 405-521-3361  
Fax: 405-521-2971  
E-mail:  
jody\_klopp@mail.sde.state.ok.us

**Oregon State Dept. of Education**

Betsy Costi  
700 Pringle Parkway SE  
Salem, OR 97310-0290  
Tel: 503-378-8004 ext. 231  
Fax: 503-373-7958  
E-mail: [betsy.costi@state.or.us](mailto:betsy.costi@state.or.us)

**Pennsylvania Dept. of Education**

Pamela Kolega  
333 Market Street, 8th Floor  
Harrisburg, PA 17126-0333  
Tel: 717-787-7098  
Fax: 717-783-3946  
E-mail: [pkolega@state.pa.us](mailto:pkolega@state.pa.us)

**Puerto Rico Dept. of Education**

Isabel Rivera  
Box 759  
Hato Rey, PR 00919  
Tel:  
Fax:  
E-mail:

**Rhode Island Dept. of Education**

Maria Lindia  
255 West Minster Street  
Providence, RI 02903  
Tel: 401-222-4600 ext. 2103  
Fax: 401-222-6667  
E-mail: [mflindia@ride.ri.net](mailto:mflindia@ride.ri.net)

**South Carolina  
Dept. of Education**

Ruta Couet  
802 Rutledge Building  
1429 Senate Street  
Columbia, SC 29201-3730  
Tel: 803-734-8383  
Fax: 803-734-6142  
E-mail: [rcouet@sde.state.sc.us](mailto:rcouet@sde.state.sc.us)

**South Dakota Dept. of Education**

Tammy Bauck Getz  
700 Governors Drive  
Pierre, SD 57501-2291  
Tel: 605-773-6118  
Fax: 605-773-3782  
E-mail: [tammyb@deca.state.sd.us](mailto:tammyb@deca.state.sd.us)

**Tennessee Dept. of Education**

Nancy Shumate  
5th Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
Tel: 615-532-6280  
Fax: 615-532-8536  
E-mail: [Nshumate@mail.state.tn.us](mailto:Nshumate@mail.state.tn.us)

**Texas Education Agency**

Inés García  
1701 North Congress Avenue  
Austin, TX 78701-1494  
Tel: 512-936-2444  
Fax: 512-463-8057  
E-mail: [igarcia@tmail.tea.state.tx.us](mailto:igarcia@tmail.tea.state.tx.us)

**Utah State Office of Education**

Joan Patterson  
250 East Fifth South  
Salt Lake City, UT 84111  
Tel: 801-538-7776  
Fax: 801-538-7769  
E-mail: [joan.patterson@usoe.k12.ut.us](mailto:joan.patterson@usoe.k12.ut.us)

**Vermont Dept. of Education**

Jessica Noyes  
PO Box 112  
Marshfield, VT 05658  
Tel: 802-229-0321 ext. 328  
Fax: 802-223-7411  
E-mail: [jnoyes@u32.k12.vt.us](mailto:jnoyes@u32.k12.vt.us)

**Virginia Dept. of Education**

Linda Wallinger  
PO Box 2120  
Richmond, VA 23218-2120  
Tel: 804-225-2593  
Fax: 804-692-3163  
E-mail: [lwalling@pen.k12.va.us](mailto:lwalling@pen.k12.va.us)

**Washington Office  
of Public Instruction**

Larry Strickland  
Old Capitol Building  
Box 47200  
Olympia, WA 98504-7200  
Tel: 360-753-6747  
Fax: 360-753-6754  
E-mail:

**West Virginia State  
Dept. of Education**

Deborah Harki  
1900 Kanawha Blvd. E.  
Bldg. 6, Room B-330  
Charleston, WV 25305  
Tel: 304-558-7805  
Fax: 304-558-0459  
E-mail: dharki@access.k12.wv.us

**Wisconsin Dept.  
of Public Instruction**

Paul Sandrock  
PO Box 7841  
Madison, WI 53707-7841  
Tel: 608-266-3079  
Fax: 608-266-1965  
E-mail: s.paul.sandrock@dpi.state.wi.us

**Wyoming State  
Dept. of Education**

Paul Soumokil  
Hathaway Building  
Cheyenne, WY 82002  
Tel: 307-777-7168  
Fax: 307-777-6234  
E-mail: psoumo@educ.state.wy.us



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